I. Course

A. Catalog Description

Techniques for measuring and monitoring outcome of social service programs.

B. Purpose

This is an advanced course which assumes foundation knowledge of social work practice, the social welfare system, the basics of administration, and research. It is a basic theory and design course in which consideration is given to concepts and procedures for evaluating social welfare programs and social work practice, and to the strategies for the utilization of the results of evaluations.

II. Course Objectives

Upon completion of this course, students will be able:

1. To improve the application of the scientific method for conceptualizing questions, for selecting methods, and for providing controls for evaluation studies;
2. To increase the understanding of accountability in social work practice;
3. To increase the commitment to the use of evaluation studies in social welfare settings;
4. To increase the awareness of the ethical issues in conducting evaluations, especially in relation to differences related to minorities of color, women, gay and lesbian persons, the most economically disadvantaged, and issues of social class as they apply to social work practice;
5. To improve students' ability to interpret the results of evaluations and to use
the results to make appropriate recommendations; and
6. To increase students’ ability to plan and design an evaluation study, identifying factors which affect the application of evaluative results.

III. Course Content

The course builds on knowledge of evaluative research methodology, giving attention to comparative analysis. Conceptual problems of defining program outcomes are explored as these relate to methodological issues of measuring outcomes. In addition, attention is given to problems related to conducting evaluations, the ethics of evaluation, the social worker’s multiple roles in evaluation, and to the application of evaluative principles in diverse cultural settings. It includes content on diagnostic procedures and tailoring evaluations, program monitoring, impact assessment, measuring efficiency, cost-benefit and cost-effectiveness analyses, and outcome evaluations.

IV. Course Structure

This is a seminar course, which utilizes instructors’ input, but requires maximum student participation in all aspects of classes. Didactic, conceptual and methodological content will be taught largely using the framework of the texts. There will, however, be substantial emphasis on case study material which will be introduced by the instructor and students.

V. Textbooks/Software

A. Required textbooks:


B. **Recommended textbooks/software:**


SPSS, Inc. (2013). *SPSS graduate pack version 22.0 for windows.* Chicago, IL: Author.

VI. **Course Requirements**

A. **READING ASSIGNMENTS**

Readings will be from the Herman and Rossi texts, although there may also be supplementary materials provided by the instructor.

B. **Written Assignments and Exam.**

1. **Final Report (50%)**

Each student is required to conduct an evaluation and submit a research report (either as a group or individual paper) to describe the evaluation which includes the problem, evaluation questions, design, method of data collection, instruments, analysis, findings, conclusions and recommendations.

The final report is to be typed on 8x11 white paper (double spaced) and may not exceed 30 pages (excluding tables, charts, references and appendices). Use APA (2001) format throughout.

2. **Progress Report (10%)**

Student(s) will be required to submit a two to three page progress report to describe the problem, evaluation questions, and methodology of the study (Due: March 17, 2014).

3. **In-class Examination (25%)**

An examination will be held on April 14, 2014. The exam will be based on material from class lectures, reading assignments, textbooks, and class discussions.
C. **Class Presentation (10%)**

Each student/team will present his/her/their program evaluation plan and preliminary findings in class (no more than 30 minutes). Provide a one-page written summary of the description of the program and evaluation design. Presentation dates are April 21 and 28, 2014. Please inform your instructor of the date you want your presentation to be scheduled.

D. **Class Participation (5%)**

One point will be deducted from the final grade for each day absent from class. A student who is absent from class more than five times will be dropped from the course. In case the absence is approved by the instructor, ½ a point will be deducted from the final grade. Students are expected to participate in class discussions and equally contribute in their group project.

VII. **Evaluation and Grading**

A. The research report will be evaluated using the following criteria:
   1. How appropriate are the evaluation questions posed?
   2. How effective is the evaluation design selected for answering the evaluation questions?
   3. Are proper data collection processes and instruments defined and described for accomplishing the evaluation?
   4. Does the evaluator appreciate the strengths and limitations of the design and attempt to mitigate limitations?
   5. Does the evaluator recognize the political environment and differences related to minorities of color, women, gay and lesbian persons, the most economically disadvantaged, and issues of social class as they apply to social work evaluation?
   6. Is the evaluation clear, concise, logically consistent and appropriately documented?
   7. Are human subjects protected?
   8. Is feasibility discussed?
   9. Are the findings relevant to the evaluation questions?
   10. Are the methods for data analysis appropriate?
   11. Are the conclusions and recommendations adequate?
   12. Did the student evaluator(s) handle the evaluation in a professional manner?
B. Grades and Due Dates

Progress Report 10 % Due: March 17, 2014
Examination 25 % Due: April 14, 2014
Presentation 10 % Due: April 21 & 28, 2014
Final Paper 50 % Due: April 30, 2014
Class Participation 5 %

No “incomplete” grades will be given by the instructor without prior permission (excluding an unforeseen emergency). If you miss a class, you are responsible for obtaining all material covered. However, class attendance and participation are expected. It is also expected that all assignments will be read before the day of lecture.

C. Criteria for final letter grades:

\[
\begin{align*}
A &= 96-100\% \text{ of the points} \\
A- &= 92-95.9\% \\
B+ &= 88-91.9\% \\
B &= 84-87.9\% \\
B- &= 80-83.9\% \\
C+ &= 76-79.9\% \\
C &= 72-75.9\% \\
C- &= 68-71.9\% \\
D &= 64-67.9\% \\
F &= \text{Below } 64\% 
\end{align*}
\]

VIII. Policy on grades of I (Incomplete)

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either (a) passing a course or (b) still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an “I” grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements and the grade may be changed by the instructor at any time to reflect work complete in the course. The grade of "I" may not be changed to a grade of W.
IX. Policy on academic dishonesty and plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one’s own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an “I” for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person’s work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see the instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

X. Consultation

Individual appointments will be scheduled as necessary with any member of the class upon request. The instructor can be reached by calling (713) 743-8111, or by FAX (713) 743-8149, or by Internet: PLEUNG@UH.EDU. Office hours will be posted on the instructor’s office door.

Addendum: Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance.
## TOPICAL OUTLINE AND READING ASSIGNMENTS

<table>
<thead>
<tr>
<th>Class session</th>
<th>Lecture Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 13th</td>
<td>Introduction to the course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Description of Evaluation Projects</td>
<td></td>
</tr>
<tr>
<td>Jan. 20th</td>
<td>Public Holiday: MLK Day (No class)</td>
<td></td>
</tr>
<tr>
<td>Jan. 27th</td>
<td>Types of Evaluations</td>
<td>Herman et. al., Ch 1</td>
</tr>
<tr>
<td></td>
<td>Selection of Evaluation Projects</td>
<td>Rossi et. al., Chs 1 &amp; 2</td>
</tr>
<tr>
<td>Feb. 3rd</td>
<td>The Ethics and Politics of SW Evaluation</td>
<td>Rossi et. al., Ch 12</td>
</tr>
<tr>
<td></td>
<td>Issues for minorities of color, women, gay &amp; lesbian, the eco disadvantaged</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Role of Formative or Summative Evaluator</td>
<td>Herman et al., Ch 2</td>
</tr>
<tr>
<td>Feb. 10th</td>
<td>Guidelines to conduct Formative and Summative Evaluations</td>
<td>Herman et al., Chs 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>Formulating Evaluation Questions</td>
<td>Rossi et al. Ch 3</td>
</tr>
<tr>
<td>Feb. 17th</td>
<td>The use of computer in Program Evaluation (I)</td>
<td>SPSS 22.0 user’s guide</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Green &amp; Salkind</td>
</tr>
<tr>
<td>Feb. 24th</td>
<td>The use of computer in Program Evaluation (II)</td>
<td>SPSS 22.0 user’s guide</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Green &amp; Salkind</td>
</tr>
<tr>
<td>Mar. 3rd</td>
<td>Needs Assessment Evaluations</td>
<td>Rossi et al., Ch 4</td>
</tr>
<tr>
<td>Mar. 10th</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>Mar. 17th</td>
<td>Assessing Program Theory</td>
<td>Rossi et al., Chs 5 &amp; 6</td>
</tr>
<tr>
<td></td>
<td>Assessing and Monitoring Program Process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Progress Report (10 %)</td>
<td>Due: March 17, 2014</td>
</tr>
<tr>
<td>Mar. 24th</td>
<td>Assessing Program Outcomes &amp; Impacts</td>
<td>Rossi et al., Chs 7, 8, 9</td>
</tr>
<tr>
<td>Mar. 31st</td>
<td>Measuring Efficiency</td>
<td>Rossi et al., Ch 11</td>
</tr>
<tr>
<td>Apr. 7th</td>
<td>Organization Effectiveness</td>
<td>Lusthaus, Ch 1, pp. 1-22</td>
</tr>
</tbody>
</table>

Syllabus for SOCW 7310, Section 23333, Spring 2014
Apr. 14th  Examination (in class)
Apr. 21st  Student Presentations
Apr. 28th  Student Presentations & Course Evaluation
SOCW 7310: Social Service Program Evaluation

*References

A. EVALUATION JOURNALS

EVALUATION REVIEW: A Journal of Applied Social Research. Formerly Evaluation Quarterly) edited by Freeman and Berk. Highly regarded as the best of the professional journals. Biased toward quantitative and formal approaches. Published bi-monthly by Sage Publications. Interdisciplinary, often technical, and always of high quality. (Available at the UH Library, Call No.: HM1.EB 4-5, 7-11)

EVALUATION NEWS. An official publication of the American Evaluation Association and formerly published by the Evaluation Network (see organizations, below). Published quarterly by Sage Publications. Contains mainly short articles addressed to professional issues and to substantive evaluation problems. Contains a useful set of short reviews of new publications in evaluation. Tends to favor more qualitative evaluation styles. (Not available at the UH Library)

Evaluation Practice. Published by JAI Press, Greenwich, CN. Articles are very similar to those in Evaluation Review.

NEW DIRECTIONS FOR PROGRAM EVALUATION. Quarterly journal of The American Evaluation Association (formerly the Evaluation Research Society) and published by Jossey-Bass. Mainly special issues, some based on annual meetings of the society. (Not available at the UH Library)

EVALUATION STUDIES REVIEW ANNUAL. Annual collection of supposedly the best articles and unpublished pieces on evaluation methods and findings. Published by Sage Publications and edited by editors separately picked for each annual. Quality variable but some issues are extremely good. (Available at the UH Library, Call No: H1.E77, Volumes 1-4, 1976-1979)

POLICY ANALYSIS. Quarterly published by University of California Press and edited by Berkeley’s public policy school. Largely devoted to policy analysis although there are many articles on evaluations. (Available at the UH Library, Call No: H1.P68, 1-7, 1975-1981)

JOURNAL OF POLICY ANALYSIS AND MANAGEMENT. Published
quarterly by John Wiley and edited at Harvard's Kennedy School, this is about the best policy analysis journal going. Contains good reviews of recent literature. (Available at the UH Library, Call No: H97.J68, Volumes 1-12, 1981-1993)

B. SOMETIME EVALUATION JOURNALS

These are journals in which evaluations and related policy research issues often appear, but not consistently.


JOURNAL OF APPLIED PSYCHOLOGY. Although heavy on industrial psychology, occasional articles on evaluation appear.

JOURNAL OF HUMAN RESOURCES. Devoted largely to issues in labor economics and job training issues.

MEDICAL ANTHROPOLOGY. Devoted to cultural anthropology studies of medical problems and medical care.

HEALTH AND HUMAN BEHAVIOR. Published by the American Sociological Association and containing occasionally evaluation studies.

SOCIAL SCIENCE RESEARCH. Edited by James D. Wright, with many articles on evaluation issues and studies. Published by Academic Press.

In addition, from time to time, the mainline professional journals will publish articles on evaluation, especially on epistemological and technical issues.

C. MAJOR GENERAL REFERENCES ON EVALUATION


papers on field experiments evaluating innovative programs.


**Campbell, D. T. and J. C. Stanley. (1966). Experimental and Quasi-Experimental Designs for Research, Skokie, IL: Rand McNally. A classic that has dominated the evaluation research design literature since publication. Concerned primarily with educational evaluations but very general in application.

***Chelimsky, E. & Shadish, W.R. (1997). Evaluation for the 21st Century. Thousand Oaks, CA: Sage. This looks like it will be a good collection of chapters by those famous and active in the evaluation field. The focus is on where evaluation stands as a field and where it will be heading in the next century. 540 pages!


Guttentag, M. and E. Struening (Eds.) (1975). Handbook of Evaluation Research, Newbury Park, CA: Sage Publications, (2 volumes). Although very much out of date, these two volumes are quite comprehensive in their coverage of major issues and substantive applications. Most of the chapter contributions (by quite well-known authors) were written in the lat 1960s - just at the beginning of the flowering of the field.


essays by the giants in educational evaluation assessing the accomplishments of the last 25 years of educational evaluation.


D. ADDITIONS TO MAJOR GENERAL REFERENCES ON EVALUATION

All resources below can be found in the MD Anderson library on campus

Bennett, C.A., & Lumsdaine, A.A. (1975). Evaluation & Experiment: Some critical issues in assessing social programs. New York: Academic Press, Inc. This book is quite dense in terms of statistical focus, but chapters #1, #6 and #8 are particularly helpful by exposing students to the potential roadblocks in conducting program evaluation research and how to make findings from program evaluation most useful. [Call # H62.5.U5 E87 1975]


Fern, E.F. (2001). Advanced Focus Group Research. Thousand Oaks, CA: Sage Publications, Inc. Provides a framework for understanding, designing and conducting three major types of focus groups: exploratory, clinical and experiential. Discusses various factors that can impact focus group interactions and discussion processes (i.e., cultural, trust, power, age, environmental issues, etc.). [Call # H61.28.F47 2001]


Magnabosco, J. L., & Manderscheid, R. W. (2011). Outcomes measurement in the


Posavac, E.J. (1980). Program Evaluation: Methods & Case Studies. Englewood Cliffs, NJ: Prentice-Hall, Inc. Provides good information on ethical and methodological considerations in terms of three types of evaluation: needs, process and outcome. The end of each chapter gives excellent discussion questions that would be great tools for classroom discussion by giving students the opportunity to apply program evaluation knowledge in real-world situations. [Call # H62.5.U5 P62 1989]


Sudman, S., & Bradburn, N.M. (1982). Asking Questions. San Francisco, CA: Jossey-Bass Publishers. Provides an easy to understand guide to formulating and asking questions in research studies. Focus on teaching basics of questionnaire design in terms of non-threatening questions, demographic questions, question order as well as questionnaire format. Provides examples and critiques of various samples/types of questionnaires. [Call # H62.S7968 1982]


Note:

**Important references.